***Hellgate High School - Department Chairs***

**Monthly Meeting**

**Monday, April 6, 2015, 3:10 – 5:00**

**Location: Office Conference Room initially, and then break into small groups**

**Guiding Question**

How does our work meet District goals and model 21st Century education?

**Long Term Target:**

The department chairs will work collaboratively with administration to enhance communication, plan school goals, and to budget school resources.

**Agenda & Meeting Minutes**

Facilitator: Libby Oliver Note taker: Jennifer Copley Time keeper: Julie Burckhard

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| **Topic** | ‡**Notes** |
| **NEXT MEETING** | Department Chairs next meet Monday, May 4, 2015 (First Monday), at 3:05. |
| **MASTER SCHEDULE UPDATE (AND POSSIBLE TIME LINE)** | To date, Hellgate is **on schedule** with the registration process for 2015-2016. As part of that process, department chairs met Monday, April 6, to study and note concerns about the scheduling model posted on the white board model in the conference room. With Libby Oliver leading the discussion, department chairs talked about conflicts, common planning time for PLCs, and equitable distribution of course offerings across the seven periods.  Each department, in turn, expressed concerns.  **Math**   * Algebra 2 may need to be spread out to different periods.   **Title I**   * Matt asks that their PLC be scheduled 7th period. * They want to use Periods 1-4 for English lab classes, with 5th Period for Credit Recovery. * If budget increases allow, Matt hopes to add two more periods of the English lab class, preferably 6th and 7th.   **Business**   * For the second year in a row, no common PLC time is provided. * In addition Business Co-op is a class with recognized OPI curriculum. It should be scheduled as a course, not as a monitoring duty. * The lead teacher in the Finance Academy will be needed to teach the finance class, and will not have time to do the additional preparation for the Business Co-op Curriculum.   **Art**   * Art asks for a common time for its PLC, suggesting that Hellgate use after-school time on Thursday, once each month, for department PLC meetings. * (Other department concurred that after-school PLC time might be better for staffing needs.)   **Languages**   * To better serve students, one Latin I class should be offered in the morning and another in the afternoon. * Latin 3-5 should be offered Period 4, not Period 7, because many of students taking advanced Latin have early release. * German 3 and 4 (or other language electives) should not be scheduled opposite band or choir because both band and higher level language classes will lose prospective students. * The department concurs that PLCs should meet after school, rather than during instructional time.   **English**   * The proposed scheduleagain cuts English staff by .45. Classes where substantive writing is expected are loaded at 27-28 per class. Instead, core subjects like English should retain FTE! * Additionally, schools cannot always hire the best teachers for part-time positions. * The English Department asks for discussion among team members and department chairs before initiation of proposed team-teaching assignments. * English and counseling chairs ask that, to provide more student choices, Karen Swanson (five sophomore classes) and Pat Shepard (five senior classes) should be assigned two different preparations daily. * Carla also made two corrections on the board for names written incorrectly on the white board schedule.   **IB**   * Carla will not be the IB coordinator and has announced that she will not continue as MYP coordinator.   **Social Studies**   * Planned staffing cuts mean fewer course offerings and more crowded core classes. * When course offerings are cut, enrollment falls. * Cuts in course offerings provide less movement/choice for average students. * No social studies classes are offered in Period 1. * Regular level classes are not available in every period. * Teachers have more daily preparations, spreading attention and energy thin.     **Counseling**   * Counselors find it harder to place students when course offerings are diminished and study halls are limited to Periods 2-6. * Like other departments, counselors share concern about diminishing choices for students.     **Special Education**   * Staff requests information about when and where Agriculture Education classes and Auto Technology classes will be offered. * Special Education expressed concern about the loss of approximately 19 classes once available to average and special education students, but now absent from curriculum choices.   **Science**   * Staff wants seven sections of Chemistry 1 spread over seven periods, rather than saving one period for a department PLC. * The department prefers subject-specific PLCs to all-department PLCs. * The Sports Health IB section could have placed 86 students, but is able to offer only two sections.     **Music**   * The department expresses concern about conflicts for upper level students in Periods 4 and 6. * Like other departments, Music asks to review the schedules after the first run of the loader. * Possible conflicts include Senior Studio and required IB classes.   **Library**   * The librarians notice and express concern about increasing numbers of students with Senior Study halls and online courses instead of classroom instruction. * Remarks above led to a discussion among department chairs that called for open, scientific collection of data. Staff would like to see comparative student outcomes from MTDA, online, and credit recovery classes to outcomes of those enrolled in regular classrooms.   **Health and Physical Education**   * Not in attendance, HPE sent word that the schedule looks acceptable to them.   **Family and Consumer Sciences**   * Not in attendance, FACS sent word that the schedule looks acceptable to them.   **Department Chairs were asked to respond to questions about scheduling for next year.**  **(1) Can a PLC share/rotate a study hall section so all teachers equally participate in PLC and share study hall responsibilities**?   * Department chairs would like to explore data about PLC/common preps and the consequences for curriculum. * In general, department chairs feel that curriculum needs for students should be considered before PLC scheduling. * Many teachers have 3-4 preparation, and holding PLCs results in 4 preparations, adding to teacher loads. * When one teacher is always absent from a PLC, groups are one person short of collective decision-making. * Department chairs do not want to dilute the best of what PLC’s can do when concerned members can meet regularly.   **(2) Can we limit study halls to 2nd-6th**? (Department chairs answered with rhetorical questions.)   * Do we really want more students to be in study halls when we could be offering many more interesting, engaging electives? * Are we pushing more students out the door to university classes? * Are we pushing more students into online courses? * Are we ignoring the needs of Special Education students by cutting electives? * Do students already in Study Skills really need study halls? * Is there justification in reducing options for middle-level and special education students?   One department chair, with several others nodding assent, suggested that a lower-paid aide should be hired to monitor study halls, Periods 1-7.    From this date forward the registration process continues. (Counselors will continue to review schedule requests, reviewing student self-registration requests with graduation requirements and individual needs. Counselors will then confer with students about needed changes.)   * April 13-17 – 2nd Draft of Master Schedule per department * **\***April 20th – run loader for first time; prioritize changes needed to address student course request. * April 22nd – 3rd Draft of Master Schedule (whole school) * April 28th – run loader for second time (if needed) * May 1st – Final draft of Master Schedule   **\* All department chairs would like to look at the second draft to see how each department is impacted by changes created in the loading process.** |
| **8TH GRADE VISIT SCHEDULE 4/27 12:30-2:30** | Department chairs, exploring what activities might be most meaningful for incoming eighth graders, offered suggestions for the Spring, 2015 visit.  Department chairs agreed that a half day was adequate time for a visitation.   * An introductory, welcoming assembly may be useful. We ask that Student Body President should be involved. * T-Shirts will be given and paid for by KORT. * Tours given by Link Crew are believed useful. * Activity sign-ups are useful. * The 2014 introduction to freshmen classes bored 8th graders, who have already chosen classes for 2015-2016. * MBI presentations would be useful. * Julie B will work with Libby to create a scavenger hunt to help introduce students to the school, it curriculum, and MBI goals. * Freshmen (or student) leaders should remind incoming 8th graders that in high school, classes must be passed in order for students to earn credit. |
| **STUDY PEER REVIEW FROM CMR HIGH SCHOOL, SETTING BUILDING GOALS AND MAKING RECOMMENDATIONS FOR ACTION ITEMS; DISCUSS BUILDING GOALS FOR 2015-2016** | Each department chair was asked to choose a topic to review from the recommendations made by the CMR visiting evaluation team. Working in teams, department chairs made suggestions for Hellgate’s building goals, 2015-2016.   * **Standard 1 Purpose and Direction (Lee B, Leon S, Marvin P)**   + Offer more electives for our average learners, offering the same opportunities for students across the spectrum. * **Standard 2: Governance and Leadership (Christine K, Jennifer C, Nancy L)**   + Hold consistent open office hours for parents, encouraging attendance from parents from students across the ability /income/ spectrum. Provide coffee or treats, using the Counseling department Model.   + Allow teachers to earn PIR credit by observing the teaching procedures of other staff members.   + Ask every teacher to take roll by the end of every period. * **Standard 3: Teaching and Assessing for Learning (Jeff D, Debbie H, Beth H)**   + Address the middle 80% who are not in IB (which was very costly and resulted in loss of choices for average students)   + All more teacher input about PIR offerings, allowing more PIR choice.   + Allow PIR choices which are curriculum and content-oriented.   + Make PLCs should authentic, allowing involvement for all without increasing teacher stress. * **Standard 4: Resources and Supports (Gail C, Julie E, Laurie Z, Cathy S, Matt Q)**   + Increase FTE to benefit our resources and support systems.   + Continue to advocate for a cap on school enrollment. * **Standard 5: Using Results for Continuous Improvement (Julie B, Melissa H, Carla H)**   + Find ways to reach our middle-level students, paying special attention to math and reading.   + Find ways to use more effectively all data on student performance (i.e. does improved attendance increase grades?)   + Create a Parent “My Voice” survey each year.   + Create accountability so all teachers will have a voice in distributive leadership. |
| **PLC MEETING AGENDA: APRIL/MAY (TO SUBSTITUTE FOR SPRING GOALS CONFERENCE OUTLINED IN MEA BARGAINING AGREEMENT)** | Departments are asked to prepare for the next PLC meeting with Lisa.   * SMART Goal review for each content collaboration team * Progress made during the 2014-15 year * Possible goals for 2015-16 year * Review of PLC progress monitoring documents (Rubric/List) |
| **Q & A** |  |

\*Times adjusted to reflect actual discussion time given during the meeting.

‡Agenda & Meeting Minutes may be posted on the district wiki and school website at the conclusion of the meeting, so be conscious of FERPA violations while taking notes.